



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

following headings: (i) "Self-explanatory German Words and Their Derivations"; (ii) "German Words Which Can Be Made Self-explanatory by the Substitution of Consonants or Vowels"; (iii) "Derivatives"; (iv) "Word-Groups." The method advocated in connection with the use of this material is original and unique and the results claimed for it would certainly warrant its use—at least for those who wish to acquire a reading knowledge of German only.

LYDIA M. SCHMIDT

UNIVERSITY HIGH SCHOOL

---

*Principles of Educational Practice.* By PAUL KLAPPER. New York: D. Appleton & Co., 1912. Pp. 485.

Part I includes a single introductory chapter on "The Meaning and Function of Education." In Part II, Education as Physiological Adjustment, there are four chapters; in Part III, Education as Sociological Adjustment, four chapters, and in Part IV, Education as Mental Adjustment, a total of sixteen chapters grouped into five which relate to instinct, seven to the intellectual functions, one to emotion, and three to the volitional aspect of mind.

After stating and briefly analyzing four of the relatively recent and much-discussed conceptions of educational aim and function the author adopts a fifth which is equally prominent—education as adjustment of the individual person to his environment; and explains that the manifold relationships which the individual establishes in his efforts to bring about a better adjustment between himself and his surroundings may be satisfactorily comprehended under (1) physical, (2) mental, and (3) moral activities and relationships. Environment is quite simply analyzed as physical and social, and a person's adjustment to both aspects is accomplished by means of his mind. In Parts II and III, therefore, one might expect the discussion to emphasize the things to which education is to adjust the child, or the things between which and the child education is to effect an adjustment, while in the fourth part the emphasis would be upon the mental processes by which the aim is accomplished. Yet so sharp a distinction as this does not appear, because the author so fully appreciates the vital connection between the educative process and the two aspects of the environment already noted that he happily involves each most intimately in his discussion of the other throughout the volume.

What seems likely to strike the reader of the volume as a most excellent general characteristic is that while the topics discussed are those which always appear in books on principles of education, the discussions themselves present an enlightening and delightful intimacy between the simple, clear statements of educational organization and teaching, and a wealth of real, varied, and yet familiar, concrete illustrative examples of the ways in which current procedure violates the principles, and the ways in which practice might be guided by them.

Dr. Klapper's book conveys the impression that he must be a good teacher; and the book itself will certainly be stimulating and useful, not only to college students of the principles of educational practice but to their teachers as well.

H. C. DORCAS

STATE UNIVERSITY OF IOWA

---

*Bookkeeping, Introductory Course.* By GEORGE W. MINER. Boston: Ginn & Co., 1914. Pp. 126. \$0.90.

This is an exact duplicate of the first 126 pages of the *Complete Course in Bookkeeping* by the same author. It develops the fundamental principles of bookkeeping and presents four sets, using journal and ledger in the first two, and journal, ledger, sales-purchase, and cash-books in the last two. There are supplementary exercises and reviews with each set.

The presentation of principles is clear and easily understood. The four sets and supplementary exercises furnish drill in the fundamentals of bookkeeping. The text is certainly one of the best on the market.

GEORGE A. BEERS

LAKE HIGH SCHOOL  
CHICAGO

---

*Outlines of Economics, Developed in a Series of Problems.* By Members of the Department of Political Economy of the University of Chicago. Chicago: The University of Chicago Press. Pp. 160. \$1.00, postage extra (weight 26 oz.).

So far as the reviewer knows, this is the first collection of economic problems published for general use in this country since 1883 when Sumner's *Problems in Political Economy* appeared. That work consisted of about four hundred exercises classified under a dozen headings. The present book is also a collection of exercises but it is much more—an *Outlines of Economics*. Of the 144 pages of the book proper more than a fourth is devoted to analysis and brief exposition of the various topics. Much careful thought has evidently been given to the making of these analyses and the teacher will find them helpful and suggestive. In fact the book will likely find its greatest use among teachers rather than students. When put in the hands of students it is not expected that it will displace the usual textbook. While these problems may not often be answered with the exactness and certainty of questions in mathematics and physics, they serve to make economic doctrine more definite in the mind of the learner and to give that grasp and mastery of theory which can come only with its application. For example the question, "Suppose a sudden doubling of the amounts of all kinds of goods (by miracle, if you choose). Would values be affected?" (p. 54), though not drawn from "the familiar events of economic life," is admirably fitted to bring out the part played by marginal utility in the determination of value and also the fact of different